

risd Department of
Teaching + Learning
in Art + Design



Rhode Island School of Design
Department of Teaching + Learning in Art + Design
www.collegiateteachinginartanddesign.com

Arts in Context
TLAD 657G-01

Spring 2020

Instructor: Nancy Friese
Professor, Teaching + Learning in Art + Design
(TLAD) nfriese@risd.edu
Email checked every Monday 5-8 pm
Office Hours: By appointment in TLAD Department and
T 11:30 to 12:00, W 11:00 to 11:30 Room 224

Wednesday 8:00 am to 11:00, Collaborative Learning Seminar Room
MA elective; Elective for other graduate students

Exploring art and design within the context of the non-profit and institutional and the private sector is the goal of the seminar. We will examine the roles and responsibilities of non-profit arts organizations, agencies, granting entities or foundations from both a practical and ideological perspective to relate them to one's own artistic or design practice or professional aspirations. The course will visit regional arts and design agencies, examining their life cycles and the factors that shape an agency's success and/or failure. Organizations investigated may include: arts councils, service organizations, arts centers, alternative spaces, residency programs, community-based initiatives, foundations, and galleries.

A deepening understanding of arts management including mission and vision, leadership, sustainability, relationships to the community and the public will occur through one's individual research. We will ask whom do they serve, what is their relevancy, and what qualitative results do they achieve?

Graduates input and own interests will form the course. Interviews, case studies, grant proposals, actual applications may all be implemented in our quest to understand organizations and the artist and designer more closely. Guests will offer their own trajectories in developing and intersecting with arts in context. The off-campus visits and on-campus guests will serve as core information to researching and proposing a start-up non-profit, analyzing non-profits, or developing successful residency or grant applications of one's own. This course will be of special interest to studio practitioners and educators whose professional lives will engage with arts organizations in the future.

Graduates may want to examine more carefully the transition outward from RISD, by researching, evaluating and applying during the semester for residencies, teaching jobs, summer positions, and for learning about opportunities for creative next steps through grants and foundations. We will focus on the artist/designers self-declared interests and will rotate through biweekly individual and group meetings. This is a *working professional practice seminar* that transitions and prepares the graduate for future opportunities and steps.

GOALS: THE BROADEST AIMS OF THE COURSE FOR THE PARTICIPANTS.

- To examine a spectrum of non-profit or private arts and design organizations and reflect on how they relate to one's own goals and aspirations.
- To understand the basic components and value of foundations, non-profits, and grant- making agencies that may focus on or be in tandem to your interests and abilities.
- To develop one's own research into entities via applied, or eclectic investigations to more deeply know the range of art and design contexts and your potential in these.

LEARNING OUTCOMES: WHAT THE PARTICIPANT WILL COME AWAY WITH FROM THE COURSE.

- Developing a profile of local, national and global arts contexts related to one's discipline, through individual research. 25 %
- Shared knowledge of opportunities in other disciplines, through at least four group meetings. 25%
- A presentation of one's own research through a real or practice grant proposal, a non- profit analysis, a case study, an in-depth interview, a comparative analysis of different opportunities, or a roster of applications. 25%
- A final impact report on what you have accomplished for the term. 25%

Attendance is taken once per class. Please notify me by email if you will not be attending class.

Please utilize all RISD resources as needed: Career Center, Arts and Language Center, Global Engagement, Research Office, Student Services. Feel free to contact me about contacts and introductions to external opportunities.

Every effort will be made to assure that this is an inclusive seminar and your sharing your own range of contexts and ideas will enlarge the seminar. Any resources you can add to the seminar are valued. It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexual orientation, disability, age, socioeconomic status, ethnicity, race, culture, perspective, and other background characteristics. Your suggestions about how to improve the value of diversity in this course are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. I will be happy to avoid conflicts with major religious holidays. If I have inadvertently scheduled an exam or major deadline that creates a conflict with your religious observances, please let me know as soon as possible so that we can make other arrangements. In order to learn, we remain open to the views of people different than ourselves. Please honor the uniqueness of your fellow classmates and appreciate the opportunity we have to learn from one another; respect others' opinions and refrain from personal attacks or demeaning comments of any kind; and keep confidential all issues of a personal or professional nature that are discussed in class.

COURSE REQUIREMENTS:

- Initial research into entities of interest.
- Readings and discussions in roundtable format.
- Individualized formative meetings and one final summative presentation.
- Guests from selected non-profits/agencies/foundations.
- One individual trip to an art non-profit or business.

FEEDBACK: Peer and faculty feedback

PRESENTATION: ½ hour informal final presentation of the summary of research during the term. A final written impact report that includes a resume and or a CV, cover letters, sample proposals, applications, research links, etc.

A SWOT and PEST or SOAR analyses.

Final assessment will be based on these areas:

- Attendance and completion of assignments/projects
- Written final project and presentation
- Engagement and initiative into one's own avenue of interest
- Receptivity and constructive engagement in classroom & individual meetings

CRITERIA FOR GRADING:

- A
- Exceptional and innovative thoughts and contributions in oral and written assignments
 - Refined and resolved presentation
 - Research into best practices and challenges in one's field and beyond
 - Consistent growth throughout program and effective use of criticism and feedback.
- B
- Solid, in-depth work in all areas
 - Extends information into discussion and assignments
 - Evidence of growth throughout program
- C
- Completing the minimum in all areas
 - Completing a satisfactory final presentation with minimal introspection indicated
 - Some growth indicated in papers, assignments, discussions
- D
- Late, incomplete, poorly done written and oral assignments
 - Minimal involvement and little growth exhibited
 - Disruptive to individual and class momentum
- F
- Incomplete engagement

Tentative Guide Pursuant to Class Interests

Wednesday
February 19
Group

Introduction
Survey of interests

Assignment #1.

Prepare a 10-minute presentation:
Resume' or CV

Three specific opportunities/entities for the spring, summer or future you are interested in.
Show examples of your past studio, teaching or work experiences.
Share three questions you have about your current interests and or goals.

Wednesday
February 26
Group

Group Presentations: 10 minutes each, an informal introduction to yourself.

Assignment #2.

SWOT Analysis of non-profit, residency, foundation grant, college or job opening
SWOT Analysis of oneself

Wednesday
March 4
Individual

Individual Appts: Room 224 TLAD 1/2

Assignment #3:

SWOT Analyses discussion, cover letter guidelines, artist/designer/educator statement guide.

PEST Analysis
Article Review

Wednesday
March 11
Group

Roundtable Exchange: 20 minutes each.
SWOT, PEST Slide Profile
Article Discussion
Resource Visitor: Lauren Allen Assistant Director of Project Open Door

Assignment #4:

Application Roster or Plan of Research
Create Flow Chart: jobs, grants, organizations or foundations for your proposal and bring in application requirements/forms
include contacts: ie. with program officer, contact person, agency details, visit plans, etc

Wednesday
March 18
Individual

Individual Appts: Room 224 TLAD ½ hour each.
Review Roster and Plan

Assignment #5:

Create tiers for implementation of a customized plan: interview(s) of key professionals, site visit(s), proposal(s) or application(s)

Wednesday
March 25

NO CLASS SPRING BREAK

Emerging and Developing Learning Outcomes

Definition of oneself in larger contexts.
Definitions of interests in a focused context.
Establishment of research meetings with select personnel.
Investigations, gatherings, and collation of possible grants, jobs, transitions

Wednesday

April 1 Work Period. Open Period. No Group Class
Recommendation: establish a LinkedIn site, a RISD Portfolio site, or a url.

Wednesday

April 8

Group

Group Meeting: Round Robin Peer Exchange and Updates
Resource Visitor: Director of Career Services Kevin Jankowski
Assignment: #6: Impact Report Guidelines
Individual meetings at: Career Services, Art and Language Center, RISCA, RIHAC, RIF

Wednesday

April 15

Group

Group Meeting: Exchange and Update
Resource Visitor: Open

Wednesday

April 22

Individual

Individual Meeting

Wednesday

April 29

Individual

Individual Meeting

Wednesday

May 6

Group

Final Impact Report Presentation 20 minutes each.

Wednesday

May 13

Send final report PDF Last Name_Impact_Report_2020

Advanced Learning Outcomes

- Comparative studies of individual topic.
- Relative answers to initial key questions.
- Creation of a final profile with key evaluations, plans, examples.

Definition of seminar. In a group of advanced students studying under a professor with each doing original research and all exchanging results through reports and discussions. 2a(1) : a course of study pursued by a **seminar**. (2) : an advanced or **graduate** course often featuring informality and discussion. Jan 26, 2020 www.merriam-webster.com

Succeeding in a Graduate Seminar by Ralina Joseph, associate professor.

Communication Some of your most important and impression-forming interactions with your classmates and professors occur in graduate seminars. Your stellar performance in graduate seminars is paramount to your success in the graduate program. Graduate seminars are the building blocks for your knowledge in the field and in graduate school.

Prepare for class

Do the reading, of it. But don't stop there. Annotate your reading. Ask questions of the text in the margins. Maybe even type up your notes. Always consider what's at stake in the reading, how the reading informs your understanding of the class themes, other course materials, the methods, the content. How does the reading relate to your own burgeoning research questions?

Come to class with questions and discussion points. If you are reticent about speaking in class, recruit a friend to chat about your ideas for five minutes the day before class. Do not, however, memorize one point in the reading so that you make your one perfunctory comment in class. Everyone is on to that game!

In class

Do your part to help foster community. This means: Listen. Participate fully. Be respectful. Showcase your intellectual curiosity by engaging with all types of ideas, not just the ones in your designated area of study.

When you speak, remember to look at your classmates, not exclusively at the professor.

Use your breadth of knowledge — connect the readings to other readings in your class and other out-of-class readings. Feel free to apply the readings or theme of the day to your project, but don't be so focused on utilitarian knowledge that you fail to engage fully with all of the issues at hand.

Do not fall into the trap of wholesale skewering the reading of the week. This is intellectually lazy. The work must have some redeeming value if the professor has chosen to assign it. Even if you want to make a serious critique of the reading you should attempt to articulate its contributions/interventions as well as limitations.

Writing

Turn in all writing assignments on time. Do not save your seminar papers for the last week of class. Begin generating ideas the first week of class. Talk about your ideas with your classmates and your professor. If the professor has not given you a series of deadlines, create deadlines for yourself (i.e., identify paper topic in the third week of class, generate working bibliography in the fourth week of class, create abstract in the fifth week, write your first draft in the sixth week, etc.).

Graduate seminars are your first practice attempts at being a scholar. It should be fun to engage with ideas. Be prepared to spar respectfully — and always be prepared!

Final Impact Report: Due in Wed. May 13th in one PDF Last Name_Impact_Report_2020

Contents (these may be adjusted to your major and year and include more or other selections)

First Part:

Background

- Opening Bio
- Resume' or CV
- Artist Statement/Designer Statement

Models of Evaluation:

- SWOT
- PEST
- SOAR

Second Part:

Research Areas

- Images and weblinks and synopses of areas researched.
i.e. non-profits, galleries, corporations, firms, grants, scholarships, exhibitions, competitions, colleges.
- Collation, comparisons and contrasts can be valuable.

Sample Applications

Tables

- Timeline of semester
- Flow chart or concept map of investigations, distinguishing categories
- Roster of applications, due dates, requirements (done)
- Roster of applications, due dates, requirements (forthcoming)
- Percentages

Reflections and Samples

- Insights and reflections from class visitors, external people, meetings.
- Interviews of professionals
- Site visit descriptions and discoveries

Future Plans and Ideas

Format

- Possible forms can be pamphlet, booklet, artist book, impact report or annual report style.
- Images of your own concurrent studio work throughout the semester may be integrated with texts.
- A hand drawn/hand written report can be done. The impact report may be part of your thesis production.

